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ABSTRACT

Recent surveys of library personnel conducted by the American Library Association indicate that educators responsible for planning and implementing library education programs have not been effective in recruiting and training Spanish surnamed and American Indian persons for library service. Recommendations for improving library education programs which were derived from a study of library education programs designed to accommodate these two groups are given. Information related to all aspects of planning library education programs was collected and analyzed for the purpose of identifying those things that library educators can do to improve training in librarianship for selected minority students. Particular emphasis was placed on identifying effective ways to recruit, select, train, and place Spanish surnamed and American Indian students. (Author/AP)

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IMPROVING LIBRARY EDUCATION PROGRAMS FOR SELECTED MINORITIES

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Improving Library Education Programs for Selected Minorities

Recent surveys of library personnel conducted by the American Library Association indicate that educators responsible for planning and implementing library education programs have not been effective in recruiting and training Spanish Surnamed and American Indian persons for library service. The following recommendations for improving library education programs were derived from a study of library education programs designed to accommodate the Spanish Surnamed and the American Indian.

Information related to all aspects of planning library education programs was collected and analyzed for the purpose of identifying those things that library educators can do to improve training in librarianship for selected minority students. Particular emphasis was placed on identifying effective ways to recruit, select, train and place Spanish Surnamed and American Indian students.

A final report is being prepared that will include the rationale supporting each recommendation and a description of how each recommendation has been successfully implemented in the programs studied. Requests for copies of the final report should be sent to:

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RECOMMENDATIONS FOR IMPROVING LIBRARY EDUCATION PROGRAMS FOR SELECTED MINORITY STUDENTS

Recruiting Students

1. Enlist leaders in minority communities to persuade qualified individuals to apply for admission to library education programs.

2. Use highly personal forms of communication when recruiting students.

Selecting Students

3. Use established program admission requirements when selecting students.

4. Use successful work experience in a library or other service area as one criterion for selecting students.

5. Arrange for a personal interview with each student prior to making a selection decision.

6. Admit unqualified applicants to the program on a provisional basis.

Designing Library Education Curricula

7. Teach students competencies that are appropriate for the positions and the situations in which they are likely to be employed.

8. Build the education program around regularly scheduled library science courses, using special courses only when they constitute well developed additions to existing curricula.

9. Distribute practical work experiences throughout the training program in course assignments, student projects, and internships.

10. Include semiformal meetings in the program that bring students, faculty and special resource persons together to discuss issues and problems of mutual interest.

11. Use faculty who are regularly responsible for developing and assessing the competencies to be acquired to teach in the program. (See recommendation 19.)

12. Enroll minority students in courses along with other students.

13. Clearly specify the performance expectations for students in the program.

14. Conduct training at sites that provide the most appropriate setting for developing the competencies to be acquired in the program.

Designing Extra Curricular Activities

15. Provide opportunities for students to initiate service projects in minority communities, to participate in professional meetings and to socialize with other students, faculty and staff in the program.

Designing Support Services

16. Provide direct financial aid, using multiple sources of funds to achieve realistic levels of support, for students and their families.

17. Provide personal counseling, as needed, to meet the common needs and solve the problems of students.

18. Provide tutorial services for students who need additional help in attaining the competencies taught in the program.

19. Provide inservice training for faculty to make them aware of the cultural differences of minority students and to show them how best to accommodate those differences in their teaching.

Placing Students in Library Positions

20. Work with library administrators and community leaders to develop positions for minority students.

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